



**MAINE
DEPARTMENT OF EDUCATION**

The federal *No Child Left Behind Act of 2001 (NCLB)* requires all states, school districts, and schools to provide annual report cards to parents and communities that include Maine Comprehensive Assessment System (MeCAS) data disaggregated into subgroups, attendance and graduation rates, status of Adequate Yearly Progress (AYP), and information on “highly qualified” teachers. This report card also displays statewide academic achievement results in grades four and eight on the National Assessment of Educational Progress (NAEP) reading and mathematics assessments, as well as the participation rates for students with disabilities and limited English proficiency on the exam. Maine’s NCLB Report Cards contain the following information:

MeCAS Assessment Data 2009–2010: Assessment data for reading and mathematics are provided for Grades 3–8 and high school. Data is disaggregated to explain performance by subgroups. The MeCAS data is from the tests given in the fall of 2009 (Grade 3–8), spring of 2010 (High School), and spring of 2009 (Alternate Assessment).

Adequate Yearly Progress (AYP): Accountability information is provided for how well districts and schools are progressing toward all students being proficient in reading and mathematics. This system has been established to comply with the accountability provisions of NCLB, which require, among other things, that each school makes AYP toward meeting a national goal of all students being “proficient” in reading and mathematics by the school year 2013–2014.

Qualifications of Teachers: Information about the qualifications of teachers is provided for three areas: 1) the professional qualifications of teachers; 2) the percentage of teachers with emergency or conditional certificates; and 3) the percentage of classes not taught by teachers who are highly qualified in core academic areas such as mathematics, science, social studies, etc. This data is intended to help you understand the backgrounds and preparation of the teachers who are working with your child.

National Assessment of Educational Progress (NAEP): Data from the 2008–2009 NAEP results is displayed, allowing you to evaluate the performance of students in Maine with the performance of students across the nation or in other states. Students take the NAEP in reading and mathematics every two years. When reviewing these results, it is important to keep in mind that the NAEP results are based on a sample of schools and students across Maine, not all Maine schools and students.

This NCLB Report Card details how Maine districts and schools are meeting the requirements of the federal NCLB legislation. More information about NCLB can be found at www.maine.gov/education/nclb/index.html or by contacting the NCLB Clearinghouse at 624-6705.



2010-2011 NCLB Report Card

School: Livermore Falls High School

SAU: RSU 36 / MSAD 36

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2010-2011 NCLB Report Card



School: Livermore Falls High School
SAU: RSU 36 / MSAD 36
Grade: High School



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Group	Reading Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	82	78	95	27	26	49	4	23	28	45	77	1
	2009-2010	91	89	98	34	34	47	4	29	47	19	87	2
Female	2008-2009	34	31	91	39	39	53	3	35	19	42		
	2009-2010	48	48	100	27	27	49	4	23	56	17		
Male	2008-2009	48	47	98	19	17	46	4	15	34	47		
	2009-2010	43	41	95	41	41	46	5	37	37	22		
Caucasian/White	2008-2009	79	75	95	27	26	50	4	23	29	44		
	2009-2010	91	89	98	34	34	48	4	29	47	19		
African American/Black	2008-2009	2	2	100			26						
	2009-2010	0	0				28						
Hispanic	2008-2009	1	1	100			38						
	2009-2010	0	0				42						
Asian or Pacific Islander	2008-2009	0	0				46						
	2009-2010	0	0				41						
American Indian or Native Alaskan	2008-2009	0	0				32						
	2009-2010	0	0				27						
Economically Disadvantaged	2008-2009	45	41	91	22	23	34	2	20	24	54		
	2009-2010	43	41	95	24	24	31	0	24	59	17		
Migrant	2008-2009	0	0										
	2009-2010	0	0										
Students with Disabilities	2008-2009	14	13	93	0	0	16	0	0	8	92		
	2009-2010	9	9	100			16						
Limited English Proficient	2008-2009	0	0				16						
	2009-2010	0	0				13						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

*Achievement levels were reported in 2009-2010 as follows: Level 4 = Proficient with Distinction, Level 3 = Proficient, Level 2 = Partially Proficient, Level 1 = Substantially Below Proficient.

<1 is printed for 2009-2010 data when the percentage rounds to 0.

2010-2011 NCLB Report Card



School: Livermore Falls High School
SAU: RSU 36 / MSAD 36
Grade: High School



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Group	Mathematics Assessment Data												
	School Year	Number of Enrolled Students	Number of Tested Students	Percent of Students Tested in School	Percent of Students at Level 3 or Level 4			Percent of Students at Each Achievement Level*				Number of Tested Students	
					School	SAU	State	Level 4	Level 3	Level 2	Level 1	General Assessment	Alternate Assessment
All Students	2008-2009	82	80	98	24	21	42	0	24	26	50	79	1
	2009-2010	91	89	98	30	30	45	3	27	40	29	86	3
Female	2008-2009	34	33	97	12	10	41	0	12	33	55		
	2009-2010	48	48	100	29	29	43	4	25	38	33		
Male	2008-2009	48	47	98	32	29	43	0	32	21	47		
	2009-2010	43	41	95	32	32	47	2	29	44	24		
Caucasian/White	2008-2009	79	77	97	25	22	43	0	25	27	48		
	2009-2010	91	89	98	30	30	46	3	27	40	29		
African American/Black	2008-2009	2	2	100			16						
	2009-2010	0	0				22						
Hispanic	2008-2009	1	1	100			29						
	2009-2010	0	0				40						
Asian or Pacific Islander	2008-2009	0	0				52						
	2009-2010	0	0				51						
American Indian or Native Alaskan	2008-2009	0	0				21						
	2009-2010	0	0				28						
Economically Disadvantaged	2008-2009	45	43	96	16	15	26	0	16	23	60		
	2009-2010	43	41	95	17	17	28	0	17	46	37		
Migrant	2008-2009	0	0				20						
	2009-2010	0	0										
Students with Disabilities	2008-2009	14	13	93	0	0	12	0	0	8	92		
	2009-2010	9	9	100			14						
Limited English Proficient	2008-2009	0	0				19						
	2009-2010	0	0				16						

Note: Some achievement level results have been left blank because fewer than 10 students were tested in 2009-2010 or fewer than 5 students were tested in 2008-2009.

*Achievement levels were reported in 2008-2009 as follows: Level 4 = Exceeds, Level 3 = Meets, Level 2 = Partially Meets, Level 1 = Does Not Meet.

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School:	Livermore Falls High School
SAU:	RSU 36 / MSAD 36
Grade:	High School



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Group	Accountability Data														
	Reading						Mathematics						Additional Academic Indicator		
	Percent Tested Target: 95%			Percent Meets and Exceeds Target: 71%			Percent Tested Target: 95%			Percent Meets and Exceeds Target: 54%			Graduation Rate Target: 80%		
	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State	School	SAU	State
All Students	98	98	96	31	31	48	98	98	96	27	27	43	82	82	80
Caucasian/White	98	98	96	31	31	49	98	98	96	27	27	44			
African American/Black	*	*	94	*	*	27	*	*	94	*	*	19			
Hispanic	*	*	95	*	*	40	*	*	95	*	*	34			
Asian or Pacific Islander	*	*	97	*	*	44	*	*	97	*	*	51			
American Indian or Native Alaskan	*	*	94	*	*	28	*	*	91	*	*	23			
Economically Disadvantaged	95	95	94	22	22	32	95	95	94	15	15	27			
Students with Disabilities	*	*	92	*	*	16	*	*	91	*	*	13			
Limited English Proficient	*	*	93	*	*	14	*	*	91	*	*	17			

*Group is too small to be statistically evaluated. Participation requires a minimum of 41 students in a subgroup and Performance requires a minimum of 20 students in a subgroup.

2010-2011 NCLB Report Card Maine Teacher Quality Data



School: Livermore Falls High School
SAU: RSU 36 / MSAD 36



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Part I: Professional Qualifications						
	B.A.	B.A. + 15 credit hours (includes + 30 hours)	M.A.	M.A. + 15 credit hours	M.A. + 30 credit hours (includes CAS)	Ph. D.
Professional Qualifications of All Public Elementary and Secondary School Teachers in the School ¹	12	4	8	0	1	1

Part II: Emergency/Conditional Certification	
Percentage of Public Elementary and Secondary School Teachers in the School with Emergency/ Conditional Certification as of April 30, 2010	12

Part III: Classes <u>NOT</u> Taught by Highly Qualified Teachers	
	School Aggregate
Percentage of Core Academic Subject Elementary and Secondary School Classes NOT Taught by Highly Qualified Teachers	5.22

¹Professional Qualifications are defined by the State and may include information such as the degrees of public school teachers (e.g., percentage of teachers with Bachelors Degrees or Masters Degrees) or the percentage of fully certified teachers.

See MDOE NCLB –State Report Card MEDMS HQT link: <http://www.maine.gov/education/nclb/reportcard/index.html>